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Support Supervision Module

Facilitator's Guide

New Partners Initiative Technical Assistance Project
(NuPITA)

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Module Overview and Introduction

Who is this learning manual for?

The purpose of the manual is to build the skills of managers and trainers working in prime contractor organizations who are tasked with building their own skills in support supervision and in turn transferring these skills to sub-grantees or partner organizations.

These materials have a dual purpose and should be used as:

- 1) A training-of-trainers (TOT) workshop for staff members of a prime contractor so they can facilitate step-down trainings for sub-grantees or other partners.
- 2) A workshop or series of step-down workshops for sub-grantee organizations, conducted by a trainer from the prime contractor or by an experienced consultant.

The best results of the TOTs and step-down trainings can be expected when these events are facilitated by trainers with knowledge of and experience in:

- Working with adult learners
- Support supervision
- Working with small organizations operating at the community level
- Experiential and participatory learning

Workshop participants might include:

- Managers with support supervisory responsibilities towards employees or sub-partners
- Community leaders
- Volunteers
- Leaders (including women and youth) among recipients of services

The materials can be used by groups as small as seven and as large as 20. If the organization requesting the workshop has few staff members, the prime could either invite other organizations to send participants, or invite community leaders to participate.

Modular approach

The module consists of four sessions. Each session is a stand-alone workshop that lasts approximately 3 hours and 30 minutes. The sessions can be run as a two-day workshop or as four separate mini-workshops.

While the TOTs should cover all four sessions, smaller organizations may not require all four sessions. Trainers preparing to conduct a support supervision workshop should assess the interests of prospective participants, select session(s) from the modules and organize workshops to meet those needs.

It is important for trainers to realize that one model does not fit all. These materials provide a framework for support supervision training. Some adaptation of the materials will always be required to fit the context in which participants work and the time available for the training.

The topics in the manual include:

Session 1: Defining Support Supervision and its Importance to an Organization

- A values-based approach to staff retention
- Factors that strengthen performance and improve staff retention
- Retaining the services of good volunteers

Session 2: Building a Culture of Support Supervision

- The importance of recognizing a job well done
- Best practices in support supervision
- The benefits of stakeholders' contributions to support supervision
- Engaging the community in support supervision
- Creating a supportive work culture

Session 3: Support Supervision Skills

- Using emotional intelligence (EI)
- Listening
- Seeking solutions
- Setting SMARTER performance goals
- Using training to improve performance

Session 4: Support Supervision and Site Visits

- Picturing the desired outcome
- Setting objectives for a site visit
- Checks lists for site visit practices and procedures

- Problem solving
- Giving feedback

Adult learners and the participatory approach

This module has been written with the express intention of engaging adult learners. The materials are designed to encourage full participation of those attending the workshop. Through small group work, case studies, scenarios, open-ended stories and role plays, participants are motivated to exchange ideas, examine theory, solve-problems, build relationships and explore innovative ways of implementing support supervision.

The module incorporates the following five principles of adult learning and seeks to help trainers and participants live these five principles during the training sessions.

REASON

Participants need to be clear about the reason for the training session. At the end of the training, participants need to know what the key messages were and why they were important.

The trainer must let participants know what the learning objectives are at the beginning of the session. Each session ends with a review of these objectives. Examples of daily and end-of-workshops evaluations are included in Appendix A.

RESPECT

Participants are adults with rich life experiences. The trainer needs to respect this and realize that s/he is not the only source of knowledge. Participants must be encouraged to share their knowledge and experiences.

Adult learners do not always keep to the script and give expected responses. Guidance on responses to activities is provided in Appendix C. However, a skilled trainer will recognize that participants may have different (and better) responses. The trainer should make the time for participants to share their stories/varied responses while keeping the session on message.

RESPONSIBILITIES

A training workshop is successful when participants and trainers share responsibilities for learning. This means that the trainer has to have ideas to share, and, just as importantly, create space for dialogue and exchange of participants' ideas. The responsibility for learning is not shared if the trainer reduces participants to passive recipients of information.

The temptation is for trainers to talk too much and dominate the session. And some participants are happy to sit back and let others do the talking. A skilled trainer will use the activities to make sure that each member of the workshop has the opportunity to participate in the learning process.

RELATIONSHIPS

Finding out about other people's experiences, the challenges they face in serving the community and the ways in which they overcome these challenges will happen if there is a climate of trust and openness in the training session. This climate is important if participants are to build relationships that extend beyond the workshop.

The best exchanges often take place during the coffee or lunch breaks. When setting up the agenda, time should be made for these informal but very useful discussions.

REWARDS

Participants will leave a workshop feeling rewarded if they feel they have contributed to the learning process, have acquired new knowledge, practiced new skills and above all have specific actions that they can take in the days and weeks following the training.

Each session concludes with action ideas. In follow-up visits, the trainer or representative of the prime contractor can check to see that these actions have been incorporated into the work plan and are being implemented. Appendix B contains an action plan that should be used at the conclusion of the workshop.

Tips for the Trainer

- **Print the materials in the session(s) you are going to facilitate for each participant.** You do not need to print the guidance on the responses. This guidance is for your reference. But participants may appreciate getting the responses as they leave the workshop so that they can facilitate support supervision trainings themselves with other groups.
- Have someone assigned for administrative and logistical issues such as travel allowances—you will be busy enough facilitating the workshop.
- Make sure you have all of the materials that you need in advance—flip chart paper, flip chart stands, markers, masking tape.
- Check on arrangements for the coffee and lunch breaks.
- Have daily sign in sheets prepared.
- Print copies of the evaluation sheet.

- If you do not know the participants, organize an opening session in which you:
 - Take time to introduce yourself and ask participants to introduce themselves. (Have name tags and name tents available.)
 - Ask why participants are attending the training. (Ask them to share their expectations at the beginning of the workshop by completing the statement: *I will consider this workshop a success if...*)
 - Share the goals and agenda of the workshop.
- Find out more about support supervision and how it is being (or not being) applied in the organization hosting the workshop.
- Consult with your colleagues. Collect a few stories about successful use of support supervision.
- Ask yourself what new information do participants need? What relevant information might they know? Who are the experts on the subject matter in the group and how am I going to handle them?
- Avoid the temptation to believe that you are the sole source of information and that everything you know about the topic has to be shared with participants during the session.
- Ask yourself, “How will I organize group work that leads participants to strategize and practice the skills required to address challenges and dilemmas?”
- Check that time allowed and small group task instructions are clear. It helps to ask groups to select a note-taker and timekeeper. Try to have a large clock in the training room.
- Think about how you will organize the report out from each small group. Having four groups report out on the same four questions can be a tedious experience. Use techniques such as asking each small group to answer different questions.
- Think about flip chart management. Are you going to post them on the wall? Are some useful enough that you should take the time to quickly type them up overnight and give them to participants? Avoid having flip charts scrunched up in the corner of the room. It doesn't look professional.
- Summarize the session by reviewing the objectives. (Don't forget that the questions on your evaluation sheet will be asking how well these objectives were met.)
- Ask participants (and give them time to share) the main messages that they are taking away. Until people have had time to say what they learned, they often don't realize just how many new ideas they are taking away.
- Check that the contact information on each participant is shared. A major goal in any training event is to form networks.

Session I: Defining Support Supervision and Its Importance to an Organization

Session Overview

In this session you will be examining how organizations invest in support supervision to maintain teams of employees and volunteers with high levels of performance so as to avoid the expense and disruption of frequent staff turnover.

Session Objectives

- Describe the importance of support supervision
- Define support supervision
- Describe how support supervision can help an organization retain good staff and volunteers

Why is support supervision important?

This session starts with a story of a nutritionist who changed jobs, but did not find the satisfaction she was looking for in her new position.

Divide into small groups of 3-5.

- Read Annette's story.
- Discuss her situation and complete Annette's story.
- Share your group's version of the story ending with the whole group.
- Share your group's reasons for deciding how the story ends.

Allow yourselves 25 minutes for this activity.

Annette felt she was born to be a nutritionist who takes care of children and their caregivers. A year ago she resigned from her job as a nutritionist specialist with a local NGO and joined the staff of an international NGO. She has a much better salary and longer-term security and her office space is much larger and nicer.

Should Annette stay in her new job or return to her old one?

But Annette is not happy. In her old job she was working in an organization with a strong vision and mission and with colleagues who lived the organization's values and who shared her commitment to orphans and vulnerable children. She understood her responsibilities and felt supported when she tried out new and creative ways to improve the services she provided. Her old supervisor recognized Annette's talents, her teamwork and her professionalism.

But in her new job Annette gets little feedback on her performance from her supervisor. Her new colleagues don't seem interested in trying out new ideas and she's noticed that they are not very

supportive of each other. Annette does not feel that she fits in and suspects that she's not performing as well as she had done in her old job.

One day she bumped into her old supervisor who invited her for a coffee. Annette shared her concerns about her new job. "Annette" said her old supervisor, "We've not found anyone to take your place. Why don't you come back to us?"

When you have finished discussing Annette's story and have shared your responses to how you think the story should end, as a whole group, discuss your responses to the questions below.

Allow yourselves 20 minutes for this activity

1. What could Annette's former supervisor say or do to persuade Annette to return to her old job?
2. How could Annette's current supervisor improve her job satisfaction and help her improve her job performance?
3. Why is it important for an organization to retain good staff and minimize turnover?
4. What can a good supervisor do to minimize staff turnover?
5. How can a clear statement of mission, vision and values help an organization select the right staff?
6. How can mission, vision and values statements be used to retain staff?
7. What do you think Annette has learned from this experience?

What is support supervision?

Annette's problems were due to a lack of support supervision. She did not receive feedback from her supervisor. If her supervisor had applied the following definition of support supervision, Annette might have felt differently about her job and might have been willing and able to give 101% of her energy and talent to performing well instead of worrying about whether she fits into the organization.

- Brainstorm with the whole group and give your definition of support supervision
- Read aloud the following definition of support supervision. Compare this definition with the ones you have suggested.
- Discuss the questions below.

Allow yourselves 25 minutes for this activity.

Support supervision is a process through which employees who are interested in increasing their skills receive constructive, useful feedback, set goals for their professional growth and develop plans to improve their performance so that they meet the defined standards of the organization.

1. What is the difference between “support supervision” and “supervision”?
2. Why is support supervision defined as a process and not a one-time event?
3. In what ways does constructive, useful feedback motivate people to perform well?
4. What kind of feedback discourages people?
5. Why do you think staff members want to improve their performance?
6. What happens when there is no clear understanding of expected levels of performance?
7. Where do employees find these defined standards?

Strengthening performance through support supervision

As we saw in the case of Annette, there are many factors in the work environment that can directly or indirectly influence employee or volunteer performance. As supervisors, it is important to know how these factors affect the performance of those you supervise and to know the simple interventions you can make to ensure that you are strengthening employee and/or volunteer performance.

Divide into small groups of 3-5.

- Look at the chart below. In the left column, you will find a list of five performance factors and questions to answer on each of these factors.
- Think about your responses to the questions in the left hand column. Then in the right column write the interventions supervisors might make to strengthen performance.
- When you have completed the chart, share your responses with the whole group.

Allow yourselves 30 minutes for this activity.

Factors that influence performance	Interventions supervisors can make to strengthen performance
<p>Job expectations</p> <p>How do employees or volunteers know what they are expected to do?</p>	
<p>Performance feedback</p> <p>How do employees or volunteers know they are doing a good job?</p>	
<p>Physical environment and tools</p> <p>How do supervisors make sure that the work environment helps supervisees do their jobs? And make sure that tools are available to do the work expected of them?</p>	
<p>Motivation</p> <p>How can supervisors learn what motivates their employees or volunteers? How can they reinforce this motivation?</p>	
<p>Skills and knowledge</p> <p>What can supervisors do when people don't know how to do their jobs?</p>	

How does support supervision help an organization retain staff and volunteers?

The following case study describes the situation facing a small NGO that is reliant on its volunteers. But the managers and staff members of the NGO are not using the factors that influence performance to support volunteers or to provide them with a sense of satisfaction for the work they do.

Divide into small groups of 3-5.

- Read the case study.
- Answer the questions on the next page and note your answers on a flip chart.
- Be prepared to share your answers with the whole group.

Allow yourselves 45 minutes for this activity.

- 5 minutes for reading
- 15 minutes for discussion in small groups
- 20 minutes for reporting back to the whole group
- 5 minutes to summarize

Many NGOs and community-based organizations rely on volunteers to help with work in the community. Like employees, volunteers also need support supervision.

Read this case study about an NGO that risked losing its volunteers because of its failure to provide support and direction.

The New World Foundation (NWF) is a small NGO. Staff members include James, the executive director (ED), Hope the program director, and two field managers, Ben and Abigail. NWF also has 40 field-based volunteers. NWF provides nutrition assessments, guidance and food supplement services in four districts. Ben and Abigail oversee the volunteers, who are working with approximately 200 households and 500 orphans and vulnerable children (OVC).

NWF recently received funds to provide more support to OVC. James is concerned because NWF has difficulty in retaining its volunteers who complain about the lack of support and appreciation for their work. This is disturbing since volunteers are a major asset for NWF. James held a meeting to think through how to strengthen NWF's support supervision of volunteers.

Hope opened the meeting by saying, "Our approach is unstructured; most of the field work is carried out by volunteers. Our volunteers are committed to their work and know what they are supposed to do but nothing is written down. Supervision is a matter of getting them to account for how much food is received and distributed and to how many houses. They don't know how much we appreciate them and how important they are to NWF's vision and mission of service to OVC."

Ben and Abigail explained how the volunteers work approximately 15 hours a week, distributing food rations, assessing nutritional status and improving dietary intake. Each volunteer sees 5 households. Based on M&E and reporting requirements, the volunteers are trained to document their work, assess children's height, weight and BMI, appetite, recommend supplements, and counsel families and caregivers on diet.

But Ben described the challenges of working with volunteers, saying sadly, "It can be frustrating. We don't always have transport. When we get to the field, volunteers are scattered. We have trouble getting their reports. This means we don't always know how many families they saw and what they did at the houses or what problems they face."

Abigail joined in, "Trying to manage our volunteers worries me. Supporting them is part of my job description, but things are so unstructured that I often feel overwhelmed. And I know the volunteers get fed up with the situation too. Just last week three of them said they won't be continuing. So now, on top of everything else I have to find replacements."

James looked serious. "Abigail, this is not your fault. We all have to work together to solve this problem."

When you have finished reading, answer the following questions.

1. How would you feel if you were a volunteer working in NWF?
2. What are the barriers to volunteer performance in NWF?
3. What solutions can you suggest to overcoming these barriers?
4. How would you feel if you were supervising these volunteers?
5. What are the barriers to effective support supervision in NWF?
6. What solutions can you suggest to overcoming these barriers to effective support supervision?

Reporting back to the whole group

- Select a representative to share your group’s responses with the whole group.
- You may want to take turns in sharing your responses. For example, Group 1 shares its response to Question 1; Group 2 shares its responses to Question 2, etc.
- Remember not to repeat what has already been said when you are reporting on your group’s responses.

What now? Turning knowledge into action

In this session we have looked at how an organization can use a clear vision, mission and set of values to retain its staff and volunteers. We have also looked at a definition of support supervision that refers to: 1) supervision as a process; 2) the importance of feedback; and 3) plans to help employees improve and meet set standards.

We read descriptions of five performance factors and identified interventions that support these factors and create a healthy organizational culture of support supervision. We discussed some of the problems an organization faces in supporting its volunteers and how it might solve some of those problems.

As we conclude this session, ask yourselves the following question: **What concrete steps can we take to strengthen performance factors in our organization?** Complete the following chart by describing those steps.

Allow yourselves 20 minutes for this activity.

Factors that help an organization retain good staff and volunteers	Actions I will take
<p>Mission, vision, and values</p> <p>Do the staff members and volunteers I work with and supervise know our organization’s mission, vision, and values?</p> <p>How can I help people live my organization’s mission, vision, and values?</p>	

Factors that help an organization retain good staff and volunteers	Actions I will take
<p style="text-align: center;">Support Supervision</p> <p>What am I going to do to make sure I give constructive, useful feedback?</p> <p>How am I going to help staff and volunteers develop plans to improve their performance?</p> <p>How will I know my feedback has been constructive and useful?</p>	

Factors that help an organization retain good staff and volunteers	Actions I will take
<p style="text-align: center;">Retaining Volunteers</p> <p>What steps would I want my organization to take to retain my services if I were a volunteer?</p> <p>Who is going to work with me? How am I going to take these steps?</p>	

Finally, turn to Appendix B, the action plan. Note down any issues that you have discussed in this session that you think require action. At the end of the workshop, you and your colleagues will complete an action plan that covers steps you wish to incorporate in your workplan that will strengthen support supervision in your organization.

Session 2: Building a Culture of Support Supervision

Session Overview

Within an NGO, support supervision works on two levels. On the organization the human resource management policies guide supervisors on how to supervise employees. On another level, many NGOs are tasked with building the capacity of their sub-partners or the volunteers and communities they work with. This also requires support supervision. In this session you'll look at how an NGO can engage and empower all its stakeholders—within and outside the organization—who have a vested interest in supporting and providing feedback on the performance of an NGO which is serving the community.

Session Objectives

1. Describe best practices in support supervision
2. Identify the benefits for different stakeholders in effective support supervision
3. Identify ways in which stakeholders can help build a culture of support supervision

Why does recognition of a job well done improve performance?

A good supervisor can motivate by recognizing hard work, encouraging team work and providing opportunities for professional growth. The purpose of this next activity is to recall a time when your supervisor encouraged you by praising your work and to reflect on how this increased your motivation to do a good job.

Divide into pairs.

- Interview your partner. Ask him or her the following questions:
 1. Describe a time when a supervisor or mentor gave you specific and positive feedback on your performance.
 2. How did you feel when your supervisor praised your work?
 3. What difference did it make to your subsequent performance?
- When you have finished interviewing your partner, he or she will interview you and ask the same questions.

Allow yourselves 15 minutes for this activity.

Best practices in support supervision

As you saw from the last activity, getting specific feedback on your work improves your motivation. As a supervisor you need to develop the skills to notice when your supervisees are doing well. (You can even practice on noticing how well your colleagues are doing and complimenting them on good performance.) However, to be effective, your comments must be specific.

Divide into groups of 3-5.

- Read the following definition of support supervision again.
- Based on this definition, your interviews, and personal experience, identify best practices in support supervision.
- List these best practices on a flip chart and post it on the wall.
- Circulate and see what other groups have listed as best practices.

Allow yourselves 25 minutes for this activity.

- 5 minutes for reading and discussing the definition
- 10 minutes for discussing and listing best practices on a flip chart
- 10 minutes for reviewing the best practices posted by other groups

Support supervision is a process through which employees who are interested in increasing their skills receive constructive, useful feedback, set goals for their professional growth and develop plans to improve their performance so that they meet the defined standards of the organization.

What support and contributions can an NGO expect of its stakeholders?

To build a culture of support within an organization, we need to recognize the building blocks that we use. First are thoughts, then words, then actions. When we repeat the actions they become the organization's habits and norms. These habits and norms make up the organizational culture. In other words, appreciative, positive thoughts lead to appreciative, positive words, which lead to appreciative, positive actions. If they are repeated consistently, these actions become habitual ways of being together and working together and the culture of the organization becomes one of positive appreciation for each other's efforts.

As you have seen, we enjoy being appreciated and recognized for good work. It motivates and energizes us. In the same way, your organization's stakeholders appreciate being recognized for the contributions they make to your organization. When an NGO's performance becomes the responsibility and concern of its stakeholders, the way is opened toward a dialogue of how everyone can contribute to better performance.

“Ubuntu (common humanity) is the capacity in African culture to express compassion, reciprocity, dignity, harmony, and humanity in the interests of building community.” -Barbara Nussbaum

- Read the quotation above.
- As a group, answer the following questions:
 - In what ways do you think that support supervision can express the values of compassion, reciprocity, dignity, harmony, and humanity?
 - What examples of compassion, reciprocity, dignity, harmony, and humanity can you give from the work of your organization?
 - Why do you think exemplifying compassion, reciprocity, dignity, harmony and humanity can help improve an NGO's performance

Allow yourselves 15 minutes for this activity.

The next activity will help you reflect on how stakeholders can help you integrate support supervision into the culture and daily practices of your organization as you interact with your organization's stakeholders.

As a plenary group, brainstorm and list your organization's stakeholders on a flip chart. Then divide into three small groups.

- Group A takes the following three stakeholders:
 - Boards of directors
 - HRM managers
 - Supervisors
- Group B takes the following three stakeholders:
 - Supervisees or employees
 - Partners or sub-grantees
 - Volunteers
- Group C takes the following three stakeholders:
 - OVC and their caregivers
 - Community leaders and district officials

- Donors

Group A should copy Chart A (see next page) on to a flip chart and list the contributions that each group of stakeholders can offer an NGO and build a culture of support within that NGO. Group B should do the same for Chart B, and Group C should do the same for Chart C. Try to find at least three contributions for each stakeholder group.

- When you noted your responses on a flip chart, share your ideas with the whole group.
- If you prefer, post all the groups' flip charts and discuss them in a gallery walk.
- Compare your charts with the completed chart that your trainer (See Guidance on Responses to Activities) shares with you, adding ideas as you think fit.
- Be prepared to share the ideas that you are taking away from this activity.

Allow yourselves 30 minutes for this activity.

- 10 minutes to complete your group's task and note your responses on a flip chart
- 5 minutes to view the charts of other groups.
- 10 minutes to compare your flip charts with the handout distributed by the trainer
- 5 minutes to summarize the ideas you are taking away from this activity.

CHART A	
NGO board directors	Contributions that build a culture of support Example: By mobilizing resources
HRM managers	Contributions that build a culture of support
Supervisors	Contributions that build a culture of support

CHART B	
Supervisees or employees	Contributions that build a culture of support
Partners or sub-grantees	Contributions that build a culture of support
Volunteers	Contributions that build a culture of support Example: By serving on OVC selection committees

CHART C	
OVC participating in activities of service providing organizations	Contributions that build a culture of support Example: Leading activities in youth groups
Community leaders and district officials	Contributions that build a culture of support
Donors	Contributions that build a culture of support

How can organizations and their stakeholders build a culture of support supervision?

Let's continue looking at how stakeholders can be engaged at the right levels and in the right manner to build a practical culture of support supervision and improve performance. To help us do this, we'll examine the cases of an administrative and finance officer and a program officer who could benefit from the support of stakeholders.

- Divide into small groups of 3-5.
- One set of small groups will read the statement about the finance and administrative officer and answer the questions that follow. The other set of small groups will read the statement about youth groups and answer the questions that follow.
- When in your small groups, you have finished answering the questions on finance and administrative officer or youth groups. Share your responses with the whole group.
- When your group reports to everyone, remember not to repeat what has already been said.
- Be prepared to summarize the main ideas you are taking away from these discussions.

Allow 45 minutes for this activity.

- 15 minutes to discuss in small groups.
- 10 minutes to share responses on the case of the F&A officer with everyone.
- 10 minutes to share responses on the case of the program officer.
- 10 minutes to summarize the ideas that you are taking away from this activity.

Finance and Administrative Officer

A finance and administrative officer should be feared. If finance and administrative officers are not feared, they are not doing their jobs properly.

1. Are the statements true or false? Give reasons for your answer.
2. Why should a finance and administrative officer drill down on details and be strict on compliance?
3. What might be the consequence of a finance and administrative officer being strict – but unpleasant in his/her dealings with staff?
4. If you were the support supervisor of a finance and administrative Officer who is strict but unpleasant to deal with, what feedback on his/her performance would you give?
5. Imagine you are the director of a sub-grantee organization. How can you best support the prime's finance and administrative officer?
6. Imagine you are a program officer. How can you support the finance and administrative officer and help him/her do a good job?

What now? Turning knowledge into action

In this session we have looked at the advantages of building a culture of support supervision in which everyone benefits from a spirit of mutual appreciation, partnership and working together. As we conclude this session, take a few minutes to reflect on how you will promote a culture of support supervision.

Complete the chart below by listing the core values of your organization, the actions you can take to be supportive as you supervise others, who might be your allies in this, what obstacle you might face in applying good support supervision practices, and finally how you plan to overcome these obstacles.

Allow yourselves 30 minutes for this activity.

Youth Groups

Members of a youth group (ages 15-21) which is run by a program officer from an NGO, should not be asked to give their comments on his performance because they are too young and immature and cannot be trusted to provide sensible insights.

1. Is the statement in the box true or false? Give reasons for your answer.
2. Why are the views of young people often disregarded?
3. What might be the long-term consequences of disregarding their views?
4. What might be the long-term benefits of asking for their views on how their club is being run?
5. How would you feel if your performance was evaluated by members of a youth group?
6. If as the program officer of an NGO you decided to consult with youth members on how their club is being run, how would you ensure that the process is fair and conducted in a professional manner?

Building a Culture of Support Supervision	
List the values and practices in your organization that promotes a culture of support supervision	
What actions will you take to build a culture of support supervision when you return to work?	
Who will help you?	
What obstacles might you encounter?	
How will you overcome these obstacles?	

Finally, turn to Appendix B, the Action Plan. Note any issues that you have discussed in this session that you think require action.

At the end of the workshop, you and your colleagues will complete an action plan that covers steps you wish to incorporate in your workplan that will strengthen support supervision in your organization.

Session 3: Support Supervision Systems

Session Overview

In this session you will be looking at two of the most important skills in support supervision: listening and helping others set performance objectives. Whether you are dealing with people you are supervising or sub-partners or volunteers, these skills will help you understand others' expectations and aspirations and will help you set objectives for quality performance.

You will also be examining how investments in training can be supported and strengthened before during and after a training event. In many cases though training is not necessary or is not used strategically. Sometimes a supervisor will suggest training when in fact the issue may be that the supervisee does not have a good job description and is being asked to perform tasks that are not in his/her job description.

Session Objectives

1. Define the roles of EI and SI in support supervision.
2. Identify the characteristics and practice the skills of active listening and goal setting.
3. Identify the steps that help ensure effective results from training interventions

Why is emotional intelligence (EI) an important part of support supervision?

In this activity we'll be examining thoughts and feelings about important support supervision tools:

1) The annual evaluation, sometimes called annual performance review; and 2) Continuous performance assessment.

Knowing how we feel about what happens to us is the keystone of emotional intelligence (EI). An inability to notice our feelings leaves us at their mercy. People with greater knowledge about their feelings are better pilots of their lives, better able to manage their feelings, and better able to marshal their feelings and to self-motivate.

This activity focuses attention on an event that is often full of feeling, namely when a supervisor assesses our work performance.

- Listen to the statements read by the trainer. Decide if you
 - Strongly agree
 - Agree
 - Disagree
 - Strongly disagree
- Then stand in the corner of the room that displays one of the following the signs: Strongly Agree, Agree, Disagree, Strongly Disagree.

- Be prepared to explain your choice of corner.

Allow 15 minutes for this activity.

Statements

1. I feel very comfortable during my annual review/evaluation.
2. Frequent communication with employees concerning performance is essential to employee motivation and performance.
3. In the evaluation process the supervisor's word is final.
4. My annual reviews are generally not very helpful.
5. Annual reviews are times that I feel that I need to "defend myself."

Active listening

Emotional intelligence refers to self-awareness and self-management. Social intelligence (SI) refers to social awareness and relationship management. A skilled supervisor with high levels of SI will consistently demonstrate capacities for getting in synch with others, for active listening and for empathetic concern. Active listening is a crucial component of Social Intelligence. The best supervisors are empathetic, connected good listeners who make their supervisees feel appreciated and inspired to achieve. In fact, active listening is a skill that social workers and caregivers use when offering psycho-social support to OVC.

Read through the following tips to active listening and the barriers that block active listening. Do you agree with the list? Do you have anything to add?

Allow 5 minutes for this activity.

Here are six active listening tips:

1. Listen for the main ideas.
2. Eliminate distractions (cell phones) and physical barriers (tables or desks).
3. Take an interest in what the speaker has to say.
4. Remember you have two ears, two eyes, and only one mouth.
5. Be patient.
6. Follow through on what you said you would do.

Here are six barriers to active listening:

1. Judging or critiquing while you are listening.
2. Defensiveness and/or interrupting the speaker.
3. Denying the speaker's feelings: "You're making too much out of this."
4. Grilling the speaker. "Isn't it true, you've made this mistake before?"
5. Diagnosing. "You know what your problem is?"
6. Giving advice (or a solution) before you understand the problem.

Work with your neighbor to complete the next activity.

- Look at the chart below. Fill in the right hand column by giving examples of the practices listed in the left hand column. Try to find at least three examples for each practice.
- When you have finished, share your work with the whole group.

Allow 15 minutes for this activity

Active Listening Practices	Examples
Invite the speaker to talk with your body language	Turn and face the speaker
Probe, ask open-ended questions	Why do you think they like the idea?
Verify, paraphrase	If I understand you correctly, you're saying that

Empathize = capturing the facts and the emotion	So from your perspective, the training was flawed and you feel you should have done better.
Capture the emotions	Sounds like you're pleased with your visit.

In the next activity, you will practice active listening for yourselves.

Divide into groups of three.

- You will practice this activity three times.
 - In round 1, Person A is the speaker. Person B is the listener. Person C is the observer.
 - In round 2, Person A is the observer. Person B is the speaker. Person C is the listener.
 - In round 3, Person A is the listener. Person B is observer. Person C is the speaker.
- When you have finished the activity, answer the following questions:
 - What are the lessons learned that you are taking away from this activity?
 - How can active listening help you become a better supervisor?

Allow yourselves 40 minutes for this activity.

- 5 minutes for Round 1 and 5 minutes for discussion on Round 1
- 5 minutes for Round 2 and 5 minutes for discussion on Round 2
- 5 minutes for Round 3 and 5 minutes for discussion on Round 3
- 10 minutes to share lessons learned

Speaker role:

You have a problem or issue that you need to share with your supervisor. Your emotions are running high. You talk a lot. You think it is important to be heard. You will not be impressed if your supervisor shuts you down and hurries towards a solution. (The problems or issues are given on the next page.)

Listener role:

You are the supervisor. Listen to the speaker and practice your active listening skills. Make sure you give the listener plenty of time to talk. Your goal is make sure the speaker feels heard, and that together you are working to solve the problem. Remember to review the six tips on active listening before you begin.

Observer:

You watch and note down the examples of active listening skills. When the speaker and listener have finished, lead the discussion on the exchange.

- 1) Ask the speaker, "What went well in this exchange?"
- 2) Ask the listener, "Which active listening skills did you use?"
- 3) Ask the speaker, "What could have made this exchange better for you?"
- 4) Ask the listener, "How satisfied are you that you and the listener managed to move towards a solution to the problem?"
- 5) Ask the speaker, "What did you particularly appreciate about the listener's efforts?"
- 6) Share with your colleagues your observations on the active listening skills used and the use of the six listening tips.

Round One situation that the speaker wants to talk about

You are the assistant to the human resources manager who is also your supervisor. You were recently tasked with reviewing and revising the organization's travel and per diem policy. To do this you conducted a survey of other NGOs and you interviewed the members of staff. To your surprise these interviews have been very unpleasant affairs. Staff members would like an increase in the per diems. They have been hostile and blame you for not taking their concerns into consideration. You are upset and feeling increasingly uncomfortable in the office.

Round Two situation that the speaker wants to talk about

You are the NGO's IT specialist. You are only woman working at the management level in the organization. You are becoming increasingly uncomfortable because one of your colleagues makes inappropriate remarks about women in the workplace and their inability to perform to standards. It's true that the organization has IT problems. Because there were not enough computers to go around, you recommended that some second-hand computers be purchased. For the most part these computers work well, but it seems that this difficult colleague complains about every single mishap and takes the occasion to make his sexist remarks.

Round Three situation that the speaker wants to talk about

You are a specialist in programming for orphans and vulnerable children (OVC), working with five community-based organizations (CBO) that have agreements with your organization. Recently you ran a training workshop for one of these CBOs. It did not go as well as you had hoped. The participants complained because they expected higher per diems/transport fees; the two trainers did not work well together; the LCD projector bulb went out and there was no replacement bulb, and the training room was too small. You had worked hard to make this workshop a success and you are very upset with participants' evaluations and comments.

Setting performance objectives

Another crucial skill for support supervision is goal setting. The best supervisors make their supervisees feel appreciated and inspired to achieve. The worst – uncommunicative, fault-finding, and arrogant – make supervisees feel uneasy at best and resentful at worst. Feeling secure lets a supervisee focus better on the work at hand, achieve his/her best and see obstacles as challenges, not threats. Supervisees who are anxious are preoccupied with failure, fearing that doing poorly will mean they will be demoted or fired. So they play it safe and underperform.

However a supervisor should not protect supervisees from stress and problems. Resilience grows from discomfort generated by pressure. But since too much stress overwhelms, an astute supervisor acts as a secure and supportive base and helps supervisees set and maintain performance objectives for themselves.

Daily tasks and priorities are often affected by the crisis of the day, new requests or changes in direction. Setting and tracking performance objectives help supervisors and supervisees focus on what is most important. Clear accountabilities help ensure that the work gets done with minimal stress, conflict and confusion.

- Listen as the facilitator reads the following case study aloud. For those of you who work in project management you will recognize the references to SMARTER objectives often used in project planning –which in this case are applied to performance objectives for program specialists.
- Divide into groups of 3-5 and answer the questions on the next page. Note your answers on flip charts.
- When you have answered the questions, share your responses with the whole group.

Allow yourselves 50 minutes for this activity.

- 5 minutes for reading the case study
- 10 minutes to respond to the questions following the case study
- 20 minutes to complete the chart of your own work objectives
- 15 minutes to share responses

A Case Study: Fuzzy Performance Objectives

Read this case study about a program manager who needs to set clear goals for the specialists working under her supervision.

Hope is the program manager of the New World Foundation (NWF), a small NGO. NWF's mission is to support and care for orphans and vulnerable children (OVC) and their caregivers.

NWF works with ten community based organizations, building the capacity of these organizations to improve nutrition, support girls' education, and provide basic health and hygiene education to OVCs and their caregivers. The ten community based organizations work with approximately 1,000 households and 1,500 OVC.

Hope supervises NWF's three program specialists working in nutrition, health and education. The specialists' job descriptions state that each specialist is responsible for "supporting program development and program implementation" of the 10 community based organizations.

Hope is concerned because she has been receiving complaints from the community organizations that the specialists seem confused about how to go about providing support. She is also aware that a blame game is going on with the community leaders and volunteers blaming the program specialists for lack of progress, and the program specialists blaming the community leaders and volunteers for failing to do what the specialists expect of them.

She realizes that the specialists' job descriptions are unclear about their specific responsibilities and the results she expects from them. So she decides to sit down with them and set **SMARTER** objectives to create clarity and improve their performance.

First, Hope explained the **SMARTER** objectives to the three specialists:

SPECIFIC A specific objective is easier to accomplish than a general goal. A specific objective describes who is involved and what needs to be accomplished.

MEASURABLE A measurable objective establishes concrete criteria and numbers for measuring progress. This helps employees stay on track and reach targets.

ALIGNED Objectives need to support the organization's priorities, vision and mission.

REALISTIC	A realistic objective represents an objective to which an employee is willing and able to work.
TIMED	An objective should be grounded within a timeframe, otherwise there is no sense of urgency.
EVALUATED	An objective should be evaluated or assessed at regular intervals so that employees and supervisors can adapt and modify goals as needed.
REWARDED	Accomplishments should be celebrated. Recognition of success in achieving objectives is a powerful motivator.

Questions on the Fuzzy Performance Objectives Case Study

1. Why did Hope develop SMARTER performance objectives with her program specialists? Why didn't she develop herself and give them to her specialists?
2. In what ways will setting SMARTER performance objectives help the program specialists improve?
3. In what ways can these SMARTER performance objectives reduce tensions between the program specialists and the community?
4. Think about your own job and complete the following chart by describing SMARTER performance objectives that apply to your own job.

Specific	
Measurable	
Aligned	
Realistic	
Timed	
Evaluated	
Rewarded	

How can supervisors use training effectively to improve performance?

Many supervisors try to address the problem through training when issues of under-performance or gaps in performance are raised either for employees or sub-grantee. But supervisors are often frustrated when staff members or sub-partners participate in training sessions, but do not use their new knowledge and skills to improve their work performance and improve the quality of services offered to the community.

In some cases, this is because the under-performance was not caused by lack of knowledge or skills. As we saw in Session 1, the factors that affect performance include job expectations, performance feedback, physical environment, tools, and motivation.

Even when a lack of skills or knowledge is the root cause of underperformance, many supervisors think that sending an employee or sub-partners to a training workshop will fix the problem and no further action is required. Too many supervisors do not have a well-thought out plan to assess needs, make sure that actions plans will be developed during the training, and ensure that after training the employees will have opportunities to use their newly acquired skills and knowledge.

When the acquisition of knowledge and skill is identified as the solution to a performance problem or gap, a carefully selected training workshop can be used to improve work performance. Let's look at the steps that key individuals should take before, during, and after training to ensure the investment pays off.

Divide into 4 groups

- Group A will look at training from the perspective of a supervisor.
- Group B will look at training from the perspective of someone about to participate in a training workshop.
- Group C will look at training from the perspective of a trainer about to facilitate a training session.
- Group D will look at training from the perspective of co-workers of someone who is about to participate in a training workshop.

Look at the charts on the following page. Complete the charts by describing what each individual can do before, during and after a training to ensure that the learning is successfully applied. When you have finished, share your small group's completed chart with the whole group.

Allow 25 minutes for this activity.

- 10 minutes to complete the charts
- 15 minutes to share

Group A What can supervisors do to help make training effective?	Before Training
	During Training
	After Training

Group B What can trainers do to help make training effective?	Before Training
	During Training
	After Training

Group C What can workshop participants do to help make training effective?	Before Training
	During Training
	After Training

Group D What can co-workers do to help make training effective?	Before Training
	During Training
	After Training

What Now? Turning knowledge into action

In this session we have looked at the degree to which emotional intelligence plays an important role for supervisors in self-awareness and self-management. We have also looked at how good supervisors also demonstrate Social Intelligence through a skilled use of active listening and goal setting.

Finally, we looked at when a training intervention can be used to solve the problem of under-performance caused by the lack of knowledge and skill. We identified important steps that need to be taken before, during and after training.

As we conclude this session, take time to make an action plan for yourself.

Allow 15 minutes for this activity.

	Actions I will take
What concrete steps are you going to take to improve your active listening skills?	
What concrete steps are you going to take to set SMARTER performance objectives for your supervisees?	
What obstacles do you anticipate?	
How will you overcome these obstacles?	

Finally, turn to Appendix B, the action plan. Note down any issues that you have discussed in this session that you think require action. At the end of the workshop, you and your colleagues will complete an action plan that covers steps you wish to incorporate in your workplan that will strengthen support supervision in your organization.

Session 4: Support Supervision and Site Visits

Session Overview

In this session we will look at how supervisors can use site visits to assist partners and other organizations by guiding, coaching, encouraging, motivating and sharing skills and knowledge. During this session you will have the opportunity to review your organization's procedures used when visiting partners and volunteers, demonstrate supportive approaches and practice your skills in problem solving and giving feedback.

Session Objectives

- Assess site visit practices and procedures
- Use quality standards of service provision to help in solving problems
- Describe the steps to be taken before, during and after a support supervision site visit
- Demonstrate how to give constructive feedback

Picturing the desired outcome

Sports coaches often use a technique called visualization which goes like this: the players sit quietly before a match, close their eyes and the coach asks them to see themselves staying focused, overcoming difficulties, using their skills to best advantage, playing well as team and winning the game.

We are going to picture a successful meeting with a sub-grantee or partner organization. Some of you who work with youth may already be familiar with this technique that is sometimes used as a tool for psycho-social support.

Now sit comfortably in your chair, close your eyes, listen to the facilitator as she or he guides you through visualizing a successful site visit.

Allow 20 minutes for this activity.

- 7 minutes for the visualization exercise
- 13 minutes for responding to the questions

Imagine that you are arriving at a partner's office. You prepared for this meeting. You read the recent monthly reports. You are aware of the problems this partner is facing and you have ideas to help solve these problems. See yourself greeting people, putting them at ease.

See yourself meeting with the management team. People introduce themselves and you share what you would like to achieve during this meeting. You are listening to everything that is said. You are nodding, asking follow-up questions to make sure you have understood. You give everyone time to speak. You create an atmosphere of trust and openness. The partner's team members share their concerns. You sense their motivation to improve their work performance. You list the problems you have heard described, and check that everyone agrees. You lead the discussion into problem-solving mode. You are realistic and upbeat. Everyone in the room shares their ideas. You summarize the suggested solutions and work with the team to assign responsibilities for implementing the solutions. The team sets timelines for completion of the tasks. Everyone feels confident that the problems can be resolved.

Imagine that you are now back in your office. You are writing a concise report. You send it to the partner organization with copies to colleagues who also work with the same organization. You remember to include thanks for a productive day's work. You debrief with colleagues at a staff meeting. You feel pleased that you were able to help the partner organization solve its problems.

When the trainer has finished the visualization activity, open your eyes and answer the following questions:

1. How do you feel now? Share some words that describe your feelings.
2. How would you describe your attitude towards the partner organization in the visualization activity?
3. How does a supervisor's attitude affect the outcome of a supervision visit?
4. What skills did you imagine yourself using during this activity?
5. How do you think the partner organization felt?

What are the objectives of a support supervision visit?

- Brainstorm and list on a flip chart the objectives for a support supervision visit
- Read the following strategic goal for Support Supervision and answer the questions that follow.

Allow 30 minutes for this activity.

Strategic Goal for Support Supervision

Ensure that the organization's leaders and employees are fully accountable, fairly appraised and have the tools, systems and resources to perform at the highest levels to achieve superior results.

(Adapted from the US Government Office of Personnel Management.)

1. In what ways does the site visit process ensure that the organization's leaders and employees are accountable?
2. Why is it important that leaders as well as employees should be accountable for their performance?
3. How can a supervising organization (a prime for example) demonstrate that sub-grantee organizations are being fairly appraised?
4. What tools are needed to ensure that sub-grantees are performing at high levels?
5. What resources do sub-grantees need to ensure they can perform at the highest levels?
6. How can sub-grantees know that they are achieving superior results?

Let's continue by looking at how site visits work inside your organization.

- Divide into small groups of 3-5. Read the chart below.
- Put a check in the YES column if your organization has the practices and procedures indicated in the left column. Put a check in the NO column if it does not. Put a check in the DON'T KNOW column if you don't know.
- Score your answers.
- Respond to the questions on the score sheet.
- Share your small group's responses with the whole group.

Allow 20 minutes for this activity.

Assessing our organization's site visit practices and procedures			
	YES	NO	DON'T KNOW
Our organization has calendars for site visits			
All partners are visited two or three times a year			
Management allocates resources to conduct site visits			
Our organization has tools, templates, and formats for capturing key observations, feedback points			
Site visit reports are shared with partners at least ten working days after the visit			
Site visit reports include results of problem solving dialogues and agreed upon actions			
Sub-grantees have the opportunity to write comments on the site visit reports written about them			
Works plans are a major point of reference during the site visit			
Our organization works with partners to develop written goals that will help improve performance			
Our organization has guidelines for support supervision			
Supervisors receive training on support supervision			
Our organization discusses training opportunities with partners during assessments			

- When you have completed the chart in your small group, check your score and answer the questions below:

SCORE SHEET	
12 YESs	Well done, you have healthy site visit procedures in place. How do you account for your success?
9 YESs	Good. What can you do to get 12 YESs?
6 YESs	Your partners cannot be sure that they are being fairly appraised. What can you do about this?
3 YESs	Your site visit procedures are in trouble. What immediate steps can you take to rectify the situation?

Standards

When evaluating an employee’s job performance, the employee’s job description is a primary reference because it describes what the employee is supposed to do and the standards of performance expected from him or her. An employee cannot fairly be expected to carry out responsibilities that are not described in his/her job description.

The same principle applies when a supervisor makes a site visit to a partner. The supervisor and the sub-grantee need to have standards against which to measure performance. These standards describe what services an organization is supposed to provide and the performance levels expected from it. Overall standards of service are usually developed by national governments and are similar to the standards used by international donors.

An organization charged with supervising sub-grantees or smaller partner organizations needs to develop and use a straightforward tool based on national standards. This tool needs to provide service providers with guidance on how to strengthen their work performance, offer a means of identifying problems which can be jointly solved, and provide a metric that allows people to track progress.

Technical support supervision is mainly focused on providing assistance in service delivery and aimed at building the capacity of service providers in their specialized area of (OVC, HIV prevention or other) service.

- Look at the following chart. It gives the overall objective of a technical support supervision visit to a sub-partner organization
- Complete the chart by listing the specific objectives of a support supervision

Allow 15 minutes for this activity.

Overall Objective:

To enhance on-the-job technical support for improved delivery of quality services for OVC

Specific Objectives:

Problem-Solving

In the next activity you will be examining how these objectives help a supervisor and a social worker solve a problem.

- Divide into groups of 3-5. Assign half the groups the perspective of Paul and the other half the perspective of Grace.
- Read the scenario describing the problems confront Grace and Paul.
- Answer the questions that follow.

Allow 45 minutes for this activity.

Scenario: A supervisor and a nutritionist visit the home of an OVC

Paul, a program manager, is accompanying Grace, a social worker, as she visits the home of an OVC named Michael and his caregiver Lucy. Before the visit, Paul made sure that he reviewed the OVC monthly support plan that detailed Grace's responsibility to provide psycho-social support and assist OVC get proper nutrition by:

- Providing counseling
- Recording OVC weight
- Determining how many meals a day are eaten
- Reviewing availability of food
- Providing counseling to caregivers on nutrition

Paul asked Grace to arrange the visit and Grace received permission in advance from Lucy to bring Paul along. Grace greeted Lucy and introduced Paul. Grace weighed Michael and noted the result in her log. She asked Lucy if he was attending school and whether he was eating three meals a day. Grace did not ask Lucy any follow up questions. Nor did she ask Michael how he was feeling or if he had any problems at school. She did not offer Lucy any food supplements nor ask if she had any issues she wanted to discuss. Grace and Paul stayed only 20 minutes with Lucy and Michael.

Paul could sense that Grace was not at ease. As they walked back to the office he asked her how she thought the visit had gone. "It didn't go well" said Grace, "but what do you expect? How can I do my job properly when I don't have the food supplements I need to give Lucy and others like her? And when all my supervisors want to do is review my log? This organization is not keeping up to standards expected by the community and it seems to me that I'm the one that gets the blame. The office says it has run out of the request slips that I need to get food supplements, but the food bank is so poorly managed that even when I do have request slips they lose my requests or they change the procedures for making requests. And when I do get the procedures right, I'm often told that they don't have food supplements."

Paul realized Grace had hurried through the visit because she was angry and embarrassed at having no supplements.

Imagine that you are Paul

1. How would you define the problem?
2. What solutions would you suggest?
3. What immediate actions should be taken?
4. What long term actions should be taken to make sure this problem does not reoccur?

Imagine that you are Grace

1. How would you define the problem?
2. What solutions would you suggest?
3. What immediate actions should be taken?
4. What long term actions should be taken to make sure this problem does not reoccur?

What to do before, during, and after a site visit

As a supervisor, you know that site visits to sub-grantees or partners provide important opportunities to strengthen relationships, solve problems, provide advice, and support or monitor an organization's progress in achieving its goals. In this next activity you will be looking at the steps to take before, during, and after a site visit.

- Divide into five groups:
 - Group A are four supervisors who are about to conduct four support supervision site visits. This group will take 5 minutes to discuss together how they are going to prepare for the visit.
 - Supervisor #1 will visit Group B
 - Supervisor #2 will visit Group C
 - Supervisor #3 will visit Group D
 - Supervisor #4 will visit Group E
 - Group B are youth leaders and peer educators. This group will be assigned a breakout space and take 5 minutes to discuss the problems to be presented to the visiting supervisor.
 - Group C are volunteers. This group will be assigned a breakout space and take 5 minutes to discuss the problems to be presented to the visiting supervisor.
 - Group D are sub-partners. This group will be assigned a breakout space and will take 5 minutes to discuss the problems to be presented to the visiting supervisor.
 - Group E are program specialists who are employees. This group will be assigned a breakout space and take 5 minutes to discuss the problems to be presented to the visiting supervisor.

Allow 35 minutes for this activity.

- 5 minutes to work in groups preparing for the visit
- 10 minutes for the visit of the supervisor to his/her designated group
- 20 minutes in plenary to discuss the outcomes of the four support supervision visits

When visits have been completed the whole group reconvenes to reflect on the experience. Ask each supervisor to respond to the following questions:

1. How do you feel after your visit?
2. How do you describe your attitude towards the team you were supervising?
3. How did your attitude affect the outcome of the visit?
4. What skills did you use during the visit?
5. How do you think the team you were supervising felt?

Each group then responds to the following questions:

1. What worked and was successful?
2. What did not work so well?
3. What advice do you have for the person who conducted a support supervision trip to your group?

When you have finished your discussion read the following checklist of what to do before, during, and after a site visit.

CHECKLIST
<p>Steps to be taken before a site visit</p> <ol style="list-style-type: none"> 1. Review monthly reports –usually kept by M&E unit 2. Review DIPs 3. Review previous trip reports 4. Make a schedule for the visit, detailing activities to be done, persons to be seen 5. Get confirmation that the important people you want to see will be available during your visit 6. Communicate to the organization ahead of time the proposed schedule and purpose of the visit 7. Put together an appropriate team and clarify tasks of each member. 8. Find out from colleagues if they have any issues they would like you to raise with the organization. 9. Pack copies of site visit checklist 10. Organize logistics – transport, per diem, advances, lodging etc.
<p>Steps to be taken during a site visit</p> <ol style="list-style-type: none"> 1. Make sure that you know the names and positions of the people you are meeting. 2. Brief the organization’s leaders on the purpose and expected outcome of the visit. 3. Share your schedule and seek support to keep timing of activities reasonably on track.

4. Be aware of on-going dynamics and relationships among the people you are meeting.
5. Maintain a positive or neutral attitude.
6. Do not express blame or negative feedback in public.
7. Provide feedback on work performance you are seeing.
8. Establish a problem-solving mind-set.
9. Congratulate achievements, progress, high performance.
10. Encourage questions.
11. Share the site visit checklist so that everyone understands what you're assessing.
12. Listen attentively. Ask follow up questions to make sure you understand.
13. Review documents/records for quality and completeness.

Steps to be taken after a site visit

1. Give feedback to visited organization.
2. Communicate good things found and solutions to problems found.
3. Disseminate post-visit action plan to all those involved in the discussion that took place during the visit – particularly those from whom action is needed.
4. Send a thank-you note.
5. Ask organization what went well during the visit, what could be improved next time.
6. Complete a trip report as quickly as possible (within 10 work days).
7. Circulate the trip report to appropriate parties.
8. Debrief colleagues on your trip.
9. Update e-files on the organization in your office.
10. Send out any information the organization requested during your visit.

How can supervisors use site visits to help sub-partners solve problems?

Giving feedback

In this activity you will have the opportunity to practice your support supervision skills in three different role plays. As each role play is presented, the audience will be watching to see what support supervisory skills and approaches are being used. Before beginning work on the role plays, let's review a Supervisor's feedback sheet that we'll use to assess the skills and approaches demonstrated in the role plays.

Did the supervisor...	YES	NO
Greet everyone pleasantly?		
Explain the purpose of the visit?		
Review past performance?		
Maintain a friendly, mentoring approach?		
Comment on what is going well?		
Comment on what is not going well?		
Acknowledge that s/he can learn from the supervisees?		
Help identify problems, address the cause of the problem and suggest solutions?		
Help develop an action plan to overcome the problem?		
Demonstrate active listening?		
Use body language to encourage dialogue?		
Ask open ended questions to gather information?		
Paraphrase to ensure understanding?		

Now that you've reviewed some best practices in giving feedback, let's try some of these skills in a role-play.

- Divide into three groups:
 - Group A will take the role play on the FBO that is having difficulties in gathering data
 - Group B will take the role play on the NGO that is not giving out correct information on VCT
 - Group C will take the role play on the NGO that is having difficulties with its leadership

- In your small groups read your assigned scenario and prepare a 3-5 minute role play to demonstrate how you would approach the situation. Your role play should cover how to offer feedback and should include problem-solving.
- Each group will then present its role play.
- At the end of each role play, the role players will comment on their performance and then the audience will give its feedback on the approaches used in the role play:
 - First, by saying what was well done in the role play
 - Second, by suggesting what (if anything) could be done differently

Allow yourselves 60 minutes for this activity.

- 20 minutes to prepare the role plays
- 5 minutes each for each group to present its role play
- 5-7 minutes each for each group to get feedback on its role play
- 10 minutes in plenary to discuss the lessons learned from the activity

Scenario A. Gathering data

An NGO is providing home-based care through five sub-partners in three different regions. The NGO's sub-partners are all FBOs that currently receive funding through their churches and have experience in providing OVC and prevention services. At present the FBOs provide limited data on the number of OVC they serve and are not used to systematically collecting, documenting or using data. The supervising NGO is now required to report on PEPFAR's indicators. It needs the sub-grantee FBOs to understand and commit to providing the needed data consistently and correctly. The NGO is sending its project manager and M&E specialist on a support supervision to visit one of the FBOs.

Develop your role play and address the following:

- I. What objectives should the project manager and M&E specialist have?

2. How can they work with the FBO to jointly identify and solve problems?
3. What immediate actions should be taken? Who should take them?
4. What should the project manager, M&E specialist and FBO staff members do to avoid a reoccurrence of this problem?

Scenario B: The correct information on VCT

A sub-grantee NGO is assisting the main grantee to conduct HIV prevention, counseling and testing in a rural area. The program manager (PM) of the main grantee and the HIV and AIDS specialist are visiting the sub-grantee NGO and observing its community VCT promotion campaign day. They are impressed with the number of people attending the event, but dismayed to hear inaccurate information being given about the test process and how long it takes to get results.

Develop your role play and address the following:

1. How should the PM and HIV and AIDS specialist make sure that people are getting the right information without having the NGO lose face?
2. What can the program manager and HIV and AIDS specialist do to encourage the NGO, but address inaccuracies in the information it gives out?
3. How can the program manager, HIV and AIDS specialist and the sub-grantee NGO make sure this kind of problem does not happen again?

Scenario C: A change in leadership

A sub-grantee NGO had a change in leadership three months ago when the Executive Director suddenly left to continue her studies in Europe. She was popular with her staff and did a good job of leading her team. Four months later, Samuel, the program director of the grantee NGO realizes that the sub-grantee team is not functioning well. Two key members of its staff tell him in confidence that they are unhappy with the authoritarian approach taken by the new ED and they are actively looking for new jobs. Samuel calls the new ED to see what can be done to improve the situation. The new ED says he is surprised and had no idea that there was a problem. Samuel suggests that this issue should be raised when he visits the sub-grantee NGO office next week.

Develop your role play and address the following:

1. What objectives should Samuel have?
2. What outcomes should he expect?
3. How can he work with the sub-grantee NGO to jointly identify and solve problems?
4. What should be done to avoid a reoccurrence of this problem?

What now? Turning knowledge into action.

In this session we looked at the power of establishing the right attitudes and picturing the desired outcome before making a support supervision intervention.

You identified the objectives of a technical support supervision intervention and discussed how these objectives can focus attention on work problems causing under-performance. Finally, you practiced giving feedback in role plays, and you experienced getting feedback from the audience that watched the role play.

As we conclude this session, take 30 minutes to assess your strengths as a supervisor, identify areas for improvement and write out the actions you are going to take to improve your supervision skills.

Session 4 Activity 8.

Allow 30 minutes for this activity.

My strengths as a supervisor: Please give specific examples of how you:	
Make performance standards clear	
Give feedback	
Provide a satisfactory work environment and maintain adequate equipment and tools	
Motivate others	
Transfer skills and knowledge to others	
Please give examples of improvements that you need to make in the following areas:	
Making performance standards clear	
Giving feedback	
Providing a satisfactory work environment and maintaining adequate equipment and tools	

Motivating others	
Transferring skills and knowledge to others	
Please describe the specific steps you will take to improve your supervision skills in the following areas:	
Making performance standards clear	
Giving feedback	
Providing a satisfactory work environment and maintaining adequate equipment and tools	
Motivating others	
Transferring skills and knowledge to others	

Finally, turn to Appendix B, the action plan. Note down any issues that you have discussed in this session that you think require action. At the end of the workshop, you and your colleagues will complete an action plan that covers steps you wish to incorporate in your workplan that will strengthen support supervision in your organization.

Appendix A: Sample Daily and Final Evaluation Forms

Workshop Daily Evaluation

Organization: _____

Date: _____

1. What did you learn today that you will be able to apply in your work?

2. What do you wish you had learned more about today?

3. Any questions or suggestions for the facilitators?

Participant's Final Training Evaluation Form Questionnaire: Support Supervision Module

1. How useful was this training?

Not useful: _____

Somewhat useful: _____

Useful: _____

Very useful: _____

2. What were your expectations for the training? Do you feel they were met?

3. What questions do you still have? What do you wish had been covered?

4. List 3 things that you have learnt at this training that you will apply in your job

A

B

C

5. What was the most important thing you learned at this training?

6. Please share any comments or recommendations

Appendix B: Sample Action Plan

_____ **SUPPORT SUPERVISION ACTION PLAN**

Dates: _____
mm/dd/yyyy

Note: Enter participant names in space provided below the table

Action Plan Monitoring Strategy (person responsible for monitoring progress of action plan):

Section	Issue	Action	Person Responsible	TA/Support Desired	Priority Level	Timeline Date mm/dd/yyyy	Status of AP Item at FU	FU Date

Appendix C: Guidance for Responses to Activities in Module

Adult learners do not always keep to the script and give expected responses. However, a skilled trainer will recognize that participants may have different (and better) responses. The trainer should make the time for participants to share their stories/varied responses while keeping the session on message. The following guidance is drawn from the responses given by participants who have completed the support supervision workshops.

Guidance for responses to the activities in Session I

Session I

Why is support supervision important?

Annette's open-ended story

1. *What could Annette's former supervisor say or do to persuade Annette to return to her old job?*
 - Ask Annette what would motivate her to return to her old job.
 - Offer incentives – if salary increase is not an option, perhaps Annette would appreciate better equipment, improved workspace and/or flexitime.
 - Offer new and exciting responsibilities that would challenge Annette's creativity.
 - Remind Annette of her achievements and how much the communities appreciated her work.
 - Remind Annette of the organization's values.
2. *How could Annette's current supervisor improve her job satisfaction and help her improve her job performance?*
 - Spend more time with Annette, give her feedback and mentor her.
 - Ask Annette about her concerns and her dreams, set goals for professional growth.
 - Offer Annette training opportunities.
 - Invest the time and resources into building a collaborative team.
3. *Why is it important for an organization to retain good staff and minimize turnover?*
 - Selecting, orienting, and training new staff is expensive.
 - Developing a good team that works well together takes time – losing a team member or bringing in a new team member is not always easy.
4. *What can a good supervisor do to minimize staff turnover?*
 - Recognize people's performance and tell them that you appreciate their work
 - Encourage people to share new ideas and new ways of doing things
 - Ask supervisees what they like about their jobs
 - Develop a good, fun and supportive work environment: celebrate birthdays etc.
 - State the organization's mission, vision and values
5. *How can a clear statement of vision mission and values help an organization select the right staff?*
 - Share written statements during job interviews. Discuss these statements with candidates.
 - Talk about the mission and how it is lived throughout the organization during the

interview.

- Ask candidates about the values they would like to see governing an organization.
6. *How can mission, vision, and values statements be used to retain staff?*
- Senior management should regularly talk about and demonstrate how the organization's mission, vision, and values shape decisions that are made. For example, going for grants that would strengthen the mission; sending staff to conferences related to the mission, focusing on success stories that illustrate the mission, etc.

Session I

What is support supervision?

Discussion on the quotation

1. *What's the difference between "Support supervision" and "Supervision"?*
 - Support supervision goes beyond asking "Are you doing your job well?" to asking "How can I help you do the best job possible?"
2. *Why is support supervision defined as a process and not a one-time event?*
 - In support supervision the supervisor and supervisee are discussing behavior change. Maintaining good performance and/or improving performance takes place over a period of time.
3. *In what ways does constructive, useful feedback motivate people to perform well?*
 - When feedback is specific and given in an open, friendly manner, employees can quickly absorb the idea that this feedback will help them be better professionals. Feedback is most effective when the recipient of the feedback trusts the supervisor and has the opportunity to discuss his/her reactions with the supervisor.
4. *What kind of feedback discourages people?*
 - Silence.
 - Sarcastic feedback.
 - Feedback that is disrespectful or arrogant.
 - Feedback that contains words like "never", as in "You never do it right."
 - Feedback that is not specific.
 - Feedback that is given in a hurry and without dialogue.
5. *Why do you think staff members want to improve their performance?*
 - Most people working in development have values and ideals. They want to provide the best service to others in need.
 - Good employees and volunteers like being seen to do a good job.
 - Employees want to make sure that they are developing their skills and will be competitive if ever they have to look for a new job or promotion.
6. *What happens when there is no clear understanding of expected levels of performance?*
 - Employees may think they are doing the right thing, but if expected levels of performance are not spelt out they are left trying to guess what is wanted.
7. *Where do employees find these defined standards?*
 - In their job descriptions.

Session I
Strengthening Performance through Support Supervision
Chart on strengthening performance

Performance Factors	Interventions supervisors can make to strengthen performance
<p>Job expectations How do employees know what they are expected to do?</p>	<p>Provide adequate performance standards and detailed job descriptions</p> <p>Create channels to communicate job roles and responsibilities</p> <p>Develop orientation packages to guide new employees</p>
<p>Performance feedback How do employees know they are doing a good job?</p>	<p>Schedule timely information about how well employee performance is meeting expectations.</p> <p>Review detailed implementation plans with employees to see how well project targets are being met.</p>
<p>Physical environment and tools How do supervisors make sure the work environment helps people do their jobs and make sure that the tools are available to do the work expected of them?</p>	<p>Develop systems to provide a satisfactory physical environment.</p> <p>Develop transportation plan.</p> <p>Maintain adequate supplies and equipment including IT.</p>
<p>Motivation How can supervisors learn what motivates their supervisees and how can they reinforce this motivation?</p>	<p>Identify incentives for good performance such as certificates, awards for performer of the month.</p> <p>Make clear the consequences for good performance and consequences for below standard performance – such as performance improvement plans (PIPs).</p> <p>Hold team-building retreats.</p> <p>Organize fun events – picnics, outings, sports, new year parties.</p> <p>Awards for good performance, bonuses.</p>

<p>Skills and Knowledge What can supervisors do when people do not know how to do their jobs?</p>	<p>Provide access to training (including in-house training) and information resources such as IEC materials and manuals.</p> <p>Consider learning partnership and mentoring to improve performance.</p>
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Session I

How does support supervision help an organization retain staff and volunteers?

Case Study

1. *How would you feel if you were a volunteer working for NWF?*
 - Frustrated, tired
 - Not motivated
 - Irritated at the lack of recognition of service rendered
 - Annoyed at the incompetence of NWF
 - Distressed because OVC's needs are not being met

2. *What are the barriers to volunteer performance in NWF?*
 - Inadequate support supervision
 - No system of performance feedback, no recognition for work
 - No volunteer policy in place
 - No job descriptions, work is unstructured
 - No training so that volunteers can do a good job and document this
 - Limited resources

3. *What solutions can you suggest to overcoming these barriers?*
 - Job descriptions
 - A handbook giving guidance on volunteer performance
 - A volunteer policy
 - Training opportunities
 - Support supervision visits

4. *How would you feel if you were supervising these volunteers?*
 - Frustrated
 - Irritated at management's ineptitude
 - Upset and embarrassed at having to face discontented volunteers
 - Worried for the organization's reputation
 - Ready to quit the job

5. *What are the barriers to effective support supervision in NWF?*
 - No volunteer policies and procedures
 - Volunteer dissatisfaction
 - Lack of transport policy
 - Lack of volunteer reporting system
 - Absence of opportunities to train volunteers

6. *What solutions can you suggest to overcoming these barriers?*
- Establish volunteer policies and procedures
 - Write job descriptions for volunteers
 - Have clear support supervision system in place
 - Meet with volunteers to discuss how NWF can best support them
 - Develop a plan to support volunteers
 - Consider adding a new field manager – if the work load is too heavy
 - Make organizing regular transport a priority
 - Have brochures to share with new volunteers
 - Organize volunteer visits to office
 - Offer certificates, award ceremonies, regular meetings to thank volunteers

Guidance for Responses to Activities in Session 2

Session 2

Best practices in support supervision

Participant responses may include:

- Listening attentively
- Taking the time to talk to a supervisee – formally and informally
- Giving specific, helpful feedback
- Noticing when feedback has been taken
- Discussing goals, career path, future aspirations
- Providing training opportunities
- Ensuring that job descriptions are clearly written and understood
- Orienting a new employees, explaining some of the unwritten rules of the organization – for example how birthday are celebrated (or not).
- Establishing rapport
- Having clear terms of reference such as key performance indicators or a JD

Session 2

What support and contributions can an NGO expect of its stakeholders?

Stakeholders	Contributions toward building a culture of support supervision
NGO Board Directors	Directors contribute by approving HRM policy which contains guidance on the supervisory performance; by defining the NGO's vision, mission and values that make the NGO attractive to staff, partners and volunteers and by supporting the executive director.
HRM Managers	HRM Managers contribute by writing support supervision policy and job descriptions contained in the personnel manual, and by budgeting for training.
Supervisors	Supervisors contribute by developing their support supervision skills and exercising their supervisory duties responsibly and fairly.
Supervisees or Employees	Employees contribute by discussing with their supervisors how they will meet work performance requirements as stated in their job descriptions. And by setting professional development goals for themselves so as to reach – or surpass – requirements.

Partners, sub-grantees or sub-contractors	Sub-grantees contribute by developing their own support supervision system for their own employees and volunteers.
Volunteers working in communities	Contributions Volunteers contribute by offering their time, labor, and knowledge of the community and local environment, sometimes for free, sometimes for a small stipend to cover costs such as transport. They often gather data on recipients of NGO services.
OVC and caregivers participating in activities of service providing organizations	Contributions OVCs and their caregivers contribute their time and participation in the service providers' activities. They also contribute information and stories that are included in the service providers' data bank.
Donors	Contributions Donors contribute technical assistance (usually indirectly) to capacity building in support supervision.

Session 2

How can organizations and their stakeholders build a culture of support supervision?

Finance and Administrative Officer

1. *Why should a finance and administrative officer drill down on details? Why should a finance and administrative officer be strict on compliance?*
 - Because attention to detail is the most important part of his/her work
 - Because s/he is legally responsible for the accuracy of the accounts. If there are problems s/he could end up in prison.

2. *What might be the consequence of a finance and administrative officer being strict – but unpleasant in his/her dealings with staff?*
 - Staff might become so afraid that they don't take any problems or issues to the officer and may try to cover up difficulties or irregularities.

3. *If you were the support supervisor of a finance and administrative officer who is strict but unpleasant to deal with, what feedback on his/her performance would you give?*
 - Praise the good performance.
 - Advise on how to develop inter-personal communication skills.
 - Follow-up to see how officer's skills develop.

4. *Imagine you are the director of a sub-grantee organization. How can you best support the prime's finance and administrative officer?*
 - Make sure I understand what is required.
 - Ask questions if I am not sure.
 - Submit reports on time.
 - Alert officer if I suspect there are irregularities.
 - Seek his/her guidance.

5. *Imagine you are a program officer. How can you best help the finance and administrative officer do a good job?*
 - Understand my budget. Ask for clarification if needed.
 - Be a problem solver. If more resources are needed, be prepared to propose how the program budget can be re-arranged to get what is needed.
 - Know how to develop a budget for an event.
 - Complete expense reports on time.
 - Be prepared to explain programmatic goals.

Youth Groups

1. *Why are the views of young people often disregarded?*
 - Because elders have a habit of requiring that their views should be considered first and can be touchy about what they might consider as "challenges" from young people.
 - Because sometimes young people do foolish things and/or are not always in control of their emotions, consequently they are not always taken seriously.

2. *What might be the long-term consequences of disregarding their views?*
 - Youth can become disaffected, believe that society does not respect or listen to them and feel that they have no contributions to make.
 - Disregarded young people miss the opportunity to develop relationships with adults and to be mentored by them.
 - Adults miss opportunities to learn from young people.

3. *What might be the long-term benefits of asking for their views on their club?*
 - Young people can gain a sense of pride and ownership in the club.
 - They can make the club into a second home, a place where they can be themselves and get support from their peers.

4. *How would you feel if your performance was evaluated by members of a youth group?*

5. *If as the program officer of an NGO you decided to consult with youth members on how their club is being run, how would you ensure that the process is fair and conducted in a professional manner?*
 - A suggestion box
 - Focus groups

Guidance for Responses to the Activities in Session 3

Session 3

Active Listening

Active Listening Practices	Examples
Invite the speaker to talk with your body language	Turn and face the speaker <ul style="list-style-type: none"> ➤ Show a look of interest ➤ Lean towards the speaker ➤ Nod your head ➤ Say things like “Yes, I see.” “Of course.”
Probe, ask open-ended questions	<ul style="list-style-type: none"> ➤ What did he say? ➤ How was the meeting? ➤ Why do you think they like the idea?
Verify, paraphrase	<ul style="list-style-type: none"> ➤ If I understand you correctly, you’re saying that ➤ What you’re telling me is
Empathize = capturing the facts and the emotion	<ul style="list-style-type: none"> ➤ So from your perspective, the training was flawed and you feel you should have done better.
Capture the emotions	<ul style="list-style-type: none"> ➤ “Sounds like you’re pleased with your visit.” ➤ “I sense you’re not sure about this solution.”

Session 3

A Case Study: Fuzzy Performance Objectives

1. *Why do you think Hope developed the SMARTER performance objectives **with** the program specialists? Why didn't she develop them herself and give them to the specialists?*
 - She wanted to make sure that the program specialists bought into the idea and owned the process.
 - She realizes that the program specialists know the details of their jobs better than her.
 - She wants to promote the idea that she aims to support her supervisees and help them make their jobs challenging, but doable.

2. *In what ways do you think that setting SMARTER performance objectives will help the program specialists' improve their performance?*
 - They will have clearer and more specific descriptions of their responsibilities.
 - They will know what levels of performance is expected of them.
 - They will have fashioned these goals for themselves so that they realistically portray what can be done.

3. *In what ways do you think these SMARTER goals can reduce tensions between the program specialists and the community?*
 - By making clear how is doing what and when.
 - Sharing these plans will also make clear to the community what they can expect from the program specialists.
 - Ideally community members will also have the opportunity to comment on and contribute to the SMARTER goals.

Session 3

How Can Supervisors Use Training Effectively to Improve Performance?

	Before Training	During Training	After Learning
Supervisor	<p>Identify performance gap and select participants</p> <p>Communicate learning objectives to trainers</p> <p>Help participants develop preliminary action plan</p>	<p>Participate in or observe training</p> <p>Protect participants from interruptions</p> <p>Plan post-training debriefing</p>	<p>Monitor implementation of action plans</p> <p>Organize post-training debriefing with participants and co-workers</p> <p>Evaluate participants' performance</p>
Trainer	<p>Conduct needs assessments</p> <p>Send out workshop outline, objectives and pre-workshop activities</p> <p>Design or adapt training workshop</p>	<p>Provide work-related activities</p> <p>Give immediate feedback</p> <p>Conduct training evaluations</p>	<p>Conduct follow up activities</p> <p>Facilitate review of action plans with supervisors and participants</p> <p>Maintain contact with learners</p>
Participants or learners	<p>Participate in needs assessments and planning</p> <p>Review workshop outline, objectives.</p> <p>Complete pre-workshop activities</p>	<p>Participate actively in workshop</p> <p>Develop realistic action plans</p>	<p>Review action plan with supervisor</p> <p>Implement action plan, apply new skills</p> <p>Network with co-workers</p>
Co-workers and others	<p>Participate in needs assessments and discussions of training's intended impact</p> <p>Ask participants to bring back key lessons.</p>	<p>Complete participants' reassigned work duties</p>	<p>Support participants' application of new skills</p>

Guidance for Responses to the Activities in Session 4

Session 4

Picturing the Desired Outcome

3. *How does a supervisor's attitude affect the outcome of a supervision visit?*

- Attitudes, like emotions, influence our thoughts. They are also extremely contagious. If a supervisor goes into a meeting with a negative attitude, looking for the negative elements, (such as “proof” of underperformance,) that’s what he or she will find. Other people in the room will pick up on the emotional or attitudinal vibes and confidence, motivation and enthusiasm will immediately evaporate.

4. *What skills did you imagine yourself using during this activity?*

- Listening
- Friendliness
- Confidence in your preparation
- Organization
- Problem solving
- Asking follow up questions
- Capacity to reach consensus
- Capacity to read other’s emotions/mood
- Thanking others for having confidence in you
- Organization/sharing ideas on next steps
- Prompt attention to follow-up

Session 4

What are the objectives of a support supervision visit?

1. *In what ways does the site visit process ensure that the organization’s leaders and are accountable?*

- A good support visit process holds people to account for meeting the set standards of performance found in leaders and employees’ job descriptions.
- A good support visit process recognizes good performance and identifies procedures for dealing with under-performance.

2. *Why is it important that leaders as well as employees should be accountable for their performance?*

- For a system to be fair, no one can be exempt from meeting performance standards.

3. *How can a supervising organization (a prime for example) demonstrate that sub-grantee organizations are being fairly appraised?*
 - The procedures, tools, formats for site visits need to be documented and shared throughout the organization
 - Managers and supervisors need to comply with the prime's procedures
 - Senior management needs to provide resources to ensure that supervisors have the skills and tools they need to conduct site visits fairly.
4. *What tools are needed to ensure that sub-grantees are performing at high levels?*
 - Clear performance standards
 - DIPs
 - Timetables for regularly scheduled site visits
 - Incentives (award ceremonies) to reward good performance
 - Resources to provide training and learning opportunities
 - Performance goals for each employee
5. *What resources do sub-grantees need to ensure they can perform at the highest levels?*
 - Clear performance standards tied to quality standards
 - Adequate materials necessary for program implementation
 - Clear feedback from supervisors on performance, with action plans to improve performance.
6. *How can sub-grantees know that they are achieving superior results?*
 - By knowing the overall targets that the organization has in its project plan.
 - By developing and monitoring monthly detailed implementation plans.
 - By examining quantitative and qualitative data gathered by the M&E unit

Session 4

Standards

Overall Objective
To enhance on-the-job technical support for improved delivery of quality services for OVC
Specific Objectives
To consolidate and review decision taken during previous support supervision
To recognize effective work performance
To monitor how proven practices for OVC programming and service delivery are being used
To improve the technical capacity of OVC service providers
To jointly identify issues affecting quality in service delivery
To find ways of improving the work processes for timely delivery of quality services
To promote accountability and service delivery values
To draw up an action plan to meet gaps identified in service delivery

Session 4

Problem Solving

Scenario: A supervisor and a nutritionist visit the home of an OVC

Imagine that you are Paul

1. *How would you define the problem?*

- A communication breakdown.
- Grace is not being supported and is not able to do her job properly.
- Procedures aren't working.

2. *What solutions would you suggest?*

- Convene a meeting of all relevant people.
- Find out how widespread the problem is.
- Explore the issue of trust in the team.

3. *What immediate actions would you take?*

- Talk to Grace. Calm her down and reassure her that as a team you can solve this problem.
- Go back to see Lucy, apologize, explain the situation to her.
- Talk to Michael – maybe he has problems that have not been discussed

4. *What long term actions would you take to make sure this problem does not reoccur?*

- Monitor how proven practices for OVC programming and service delivery are being used.
- Improve the technical capacity of OVC service providers.
- Jointly identify issues affecting quality in service delivery.
- Jointly identify issues affecting quality in service delivery.
- Promote accountability and service delivery values.
- Draw up an action plan to meet gaps identified in service delivery.

Imagine that you are Grace

1. *How would you define the problem?*

- Grace is lacking the tools and supplies that she needs (request slips for food supplements).
- The food bank is not well organized.
- There is a disconnect between the food bank and the office.

2. *What solutions would you suggest?*

- Talking to the office about the lack of request slips.
- Requiring improvements in the food bank so that food supplements are available when needed.

3. *What immediate actions would you take?*

- Paul and Grace could go back to Lucy' home and explain the problem.
- Grace should promise Lucy that she will talk to the office and immediately update her on when food supplements will be available.
- Grace should re-do the interview with Lucy and Michael, this time making sure that she takes her time and asks all the right questions in depth.

4. *What long term actions would you take to make sure this problem does not reoccur?*

- The organization's manager (program manager or finance and administration manager) should call a short but urgent problem-solving meeting with all involved – administrators who provide request slips, nutritionists who need request slips and food supplement and the managers of the food bank who need to keep regular supplies of food supplements in stock. Jointly they need to develop a plan of action.

Appendix D: NuPITA Support Supervision Module Session Decision Map

Determining Organizational Needs

The following grid may be helpful for determining which supervision support sessions your organization may find the most useful.



